

Pupil Premium Strategy Statement



1. Summary information			
Academic Year	16/17	Total PP budget	£413,690
Total number of pupils	1190	Number of DA pupils	476 (40%)

2. Current headline figures		
	DA pupils	National average of pupils not eligible for PP
Progress 8 score average	-0.25	0.12
Attainment 8 score average	43.06	52
% achieving C+ in English and Maths (2016 only)	42	69
% Achieving Ebacc	7	29

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	To improve the outcomes of Disadvantaged (DA) pupils by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement.
B.	To improve Numeracy skills for pupils in KS3. DA pupils are prevented from making good progress in KS3; this leads to underperformance in KS4.
C.	To improve Literacy skills for pupils in KS3. The lack of extended writing and poor presentation in the books of DA pupils compared to non DA has a significant impact on the outcomes of these pupils.
D.	Both middle and high prior-attaining DA pupils are making less progress than other middle and high prior-attaining pupils nationally due to a combination of low expectations and historically low aspirations. Middle prior-attaining DA pupils P8 is significantly below that of other pupils nationally, with a gap of -0.40.
E.	To improve the progress of middle and high prior-attaining DA students in Maths at KS4.

External barriers (*issues which also require action outside school, such as low attendance rates*)

F.	To ensure that the aspirations and drive to succeed for DA pupils is the same as pupils not eligible for PP.
G.	Attendance rates for DA pupils in 15/16 was 94.01% (below the target for all children of 95%) compared to that of other students (96.52%). This prevents access to the curriculum, dislocating learning and conspiring DA pupils to fall behind.
H.	Social and emotional issues leading to more frequent behaviour incidents. The number of DA pupils excluded has increased from 22 in 2013/14 to 64 in 2015/16, having a detrimental effect on learning time for these pupils.

4. Key Priority (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the outcomes of ALL pupils by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement.	By improving the quality of teaching and learning in the school overall this disproportionately affects the outcomes of DA pupils. DA pupils will have less resilience to poor teaching. This will be determined by the percentage of lessons where specific T&L strategies for DA are evident in lesson observations.
B.	High levels of progress in numeracy for KS3 DA pupils.	All DA pupils in KS3 to meet or exceed expected targets in this area. This will be evidenced using a number of assessments in data drops every half term.
C.	High levels of progress in literacy for KS3 DA pupils.	All DA pupils in KS3 to meet or exceed expected targets in this area. This will be evidenced using a number of assessments in data drops every half term.
D.	Improved rates of progress across all 5 years for middle and high prior-attaining DA pupils.	DA pupils identified as middle and high prior-attaining from KS2 levels / standardised scores make as much progress as other pupils identified as middle and high prior-attaining, across all years.
E.	Improve progress of high and middle prior-attaining DA students in Maths at KS4.	DA pupils identified as high and middle prior-attaining from KS2 levels / standardised scores make as much progress as other pupils identified as middle and high prior-attaining, in Maths.
F.	Aspirations for DA pupils will be the same as those of pupils not eligible for PP.	DA pupils will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used from Connections/Positive Steps to track staying on rates post 16 and enrolment to pre university courses. Most recent destination data shows that DA pupils compared to other (within school gap) is 13% (improvement of 26% from previous year); DA students compared to other students nationally is 16% (improvement of 28% from previous year).
G.	Increased attendance rates for DA pupils.	Continue to reduce the gap between the attendance of DA pupils and pupils not eligible for PP. The percentage gap has been reduced from 2.75 in 2013/14 to 2.51 in 2015/16.
H.	To improve the behaviour of DA pupils.	To rapidly reduce the number of DA pupils excluded from 64 in 15/16.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Key Priority	Action(s)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A To improve the quality of Teaching and Learning in school for DA pupils	<p>All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of ALL pupils.</p> <p>T&L working party involves representatives from all subjects who share good practice within their departments.</p> <p>Whole school marking policy with teacher-pupil dialogue in red pen.</p>	<p>In order to diminish the difference for DA pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within the school plan.</p> <p>This ensures that all pupils receive consistently high levels of teacher feedback and have the opportunity to respond in dedicated improvement time (DIT).</p>	<p>Pupil Premium focus during lesson observations will allow all departments to assess whether the DA 'specific' T&L strategies are being implemented.</p> <p>Rigorous scrutiny of progress review data to assess progress. Use of Go4Schools to analyse the performance of classes by teacher(s).</p> <p>T&L surveys to get pupils' opinion on the following areas: quality of feedback, homework, opportunity to work independently and collaboratively and usefulness of intervention.</p>	<p>FJ/CB</p> <p>AB/CB</p> <p>FJ/CB</p>
	<p>St. Michael's PP T&L Strategies:</p> <ol style="list-style-type: none"> 1. PP Position 2. PP First – Q&A 3. PP Readers & Leaders 	<p>Sharing good practice and bespoke CPD will provide all staff an opportunity to see strategies to promote QFT of DA pupils. professional development and improving practice.</p>	<p>Introduce in T&L group and staff briefing. Staff to share ways they have implemented this in their area(s).</p>	<p>CB</p>

<p>B Improved numeracy progress in KS3 for DA pupils</p>	<p>Underperforming DA students are withdrawn from class to diminish the gaps in skills and knowledge.</p> <p>Form time numeracy activities for Years 7-10 provided by the Maths dept.</p> <p>Use of Quick Key App to give ALL students the opportunity to practice key skills in an interactive way.</p>	<p>Post tests have revealed that pupils improve their fluency of skills in small intensive groups.</p> <p>Whole school roll out in Spring 1. Results from engagement has already shown an increase in 4 weeks. The average is 3.7, which suggests a majority engagement. Week 1 showed 17/32 answers incorrect; week 4 0/30 incorrect (February 2017).</p> <p>It is suggested that even though results can be 100% accurate, you can always be quicker. The App is designed to improve the fluency of numeracy skills and provide an alternate way for pupils to learn; it is felt that this would suit the learning style of a lot of our DA pupils.</p>	<p>Baseline assessments and prior learning used to plan intervention. Pre and post testing to ensure measureable impact is seen.</p> <p>Monitored by SS and results shared with staff in briefing. Successful forms receive prizes.</p> <p>Monitored and tracked by SS.</p>	<p>PR/BL</p> <p>SS</p> <p>SS</p>
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<p>C Improved literacy progress in KS3</p>	<p>Marking for literacy in all subjects, using 'marking symbols'. Whole staff CPD on the importance of extended writing, grammar and punctuation. Literacy toolkit provided for staff as a resource.</p> <p>Literacy focus across all subjects each half term on the following: capital letters and full stops, apostrophes, semi-colons and colons, subject verb agreement, homophones and paragraphs.</p> <p>'Word of the day' distributed to staff and word walls in hub areas to improve subject specific terminology. Literacy posters around school with a focus on homophones and grammar.</p> <p>Dictionaries available in all departments. Spell-a-thon in Year 7</p> <p>Academic coaches work with DA pupils and Catch Up pupils in Year 7 in small groups withdrawn from the classroom.</p>	<p>EEF toolkit suggests that high quality feedback is one of the most effective ways to improve progress.</p> <p>Our focus for assessment and feedback on writing for a purpose and will include:</p> <ul style="list-style-type: none"> • Whole school policy: WOW, NOW, HOW. • Teacher-pupil dialogue to enable pupils to respond to feedback given. • Increased verbal feedback for DA <p>Staff in literacy based subjects (English, Humanities and Science) will aid the development of extended writing to develop good literacy skills and in some cases assist in catch-up literacy.</p> <p>Research has shown that small group 'intensive' intervention has improved literacy of pupils. One example of this is the PP Winner 2015 Parkfield Community School (albeit KS2) showed a huge improvement in results.</p>	<p>Staff marking moderation/trawls on high quality feedback to be co-ordinated by SLT.</p> <p>Peer observation of colleagues, to embed learning. Also, marking trawls in KS3 and 4.</p> <p>Quality of written communication indicator (QWC, 1-4) in key subjects for KS3.</p> <p>AG to measure the impact of this intervention on a half termly basis and NE to report this in the KS3 Raising Attainment Group (RAG).</p>	<p>LM-B/NE</p> <p>CH</p> <p>AG/NE</p>
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<p>D Improved rates of progress across all 5 years for middle and high prior-attaining DA pupils</p>	<p>All high and middle prior-attaining DA pupils in KS3 attend a workshop by Positively Mad on independent study skills and revision. Workshop on resilience and growth mind-set for high prior-attaining DA pupils in KS4 (again by Positively Mad).</p> <p>Focus on marking and feedback, high quality diagnostic feedback.</p> <p>Academic panel meetings (APM) with families of high and middle prior-attaining DA pupils in KS3; resources provided in underperforming areas.</p> <p>Assertive Mentor Scheme (AMS): SLT to mentor underperforming DA students in Year 11 to support with mock exam preparation and time management; resources provided.</p>	<p>DA pupils to take ownership of learning and complete this effectively. Assessments in KS3 to mimic GCSE and focus on exam technique to ensure success. Embedding the culture of independent learning we feel is essential for all pupils early in their '9-1 journey'.</p> <p>Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, verbal feedback and peer feedback.</p> <p>Both APM and AMS have both increased attendances in curriculum time and after school in recent years. It is also an opportunity for family engagement and to provide resources for key areas.</p>	<p>CB to collate student feedback on the effectiveness of both of the workshops.</p> <p>Internal (via marking trawls) and where appropriate external support and training to ensure effective feedback is given. Peer observation of colleagues, to embed learning.</p> <p>Weekly meetings logged and action points for students recorded and followed up. Interim data to be used on GO4Schools to track progress and registers to be taken to monitor attendance.</p>	<p>CB</p> <p>CH</p> <p>SB</p> <p>CB and all staff</p>
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<p>E Improve progress of middle and high prior-attaining DA students in Maths at KS4</p>	<p>Maths specialist attached to every Year 11 form group for additional support ALL students during form time with differentiated tasks.</p> <p>Reduced class sizes and/or minimum 2 teachers in class to provide additional support or DA students. Also, subject specialist support for withdrawn groups to develop key skills.</p> <p>Additional resources and homework extension task provided for students.</p> <p>Family meetings with members of SLT targeted specifically at high prior-attaining DA students.</p> <p>Maths Futures: peer-tutoring. High prior-attaining students to support middle-prior attaining students during after school intervention.</p>	<p>Since the last Ofsted inspection in 2014, the results in 2016 for ALL students show an increase: 4LOP up by 8.9%; 3LOP up by 6.8%. The in school gap for 4LOP has been reduced from 14.3 to 6.3% from 14/15 to 15/16 respectively.</p> <p>In recent years, family meetings to discuss progress has increased the attendance of pupils to intervention. Before the meetings, 20% of Year 11 attended at least one after school intervention. After the meetings (Spring 1), this increased to 42%.</p> <p>Research from <i>Education Endowment Foundation (EEF) toolkit</i> suggests that this is one of the most effective ways to improve progress and is also cost effective.</p>	<p>Peer observation of colleagues, to embed learning.</p> <p>AB and SS to analyse the performance of DA pupils during KS4 RAG, where teacher: pupil ratio has been reduced and/or additional resources have been provided.</p> <p>Continue to track the attendance of all pupils to interventions.</p> <p>Again, AB and SS to analyse the performance of DA pupils involved in this programme, during KS4 RAG.</p>	<p>JG/SLT</p> <p>AB/SS</p> <p>SS/CB</p> <p>SLT</p> <p>SS/PR/RL/AB</p>
Total budgeted cost				£294,467

ii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>F To raise aspirations for DA pupils</p>	<p>Extended school day activities to develop that sense of belonging amongst pupils and improved school provision.</p> <p>Use of growth mind-set to develop a culture of praise within the school</p> <p>Opportunities beyond the classroom organised to raise the aspirations of our DA pupils: universities, theatres and sporting stadia.</p> <p>Praising effort, resilience, challenge seeking, optimism rather than praising intelligence, talent, speed of completion or 'being the best', build resilience and a tendency to try learning strategies.</p> <p>To ensure that pupils of DA</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that DA pupils benefit disproportionately, making approximately two and a half months' additional progress. After school targeted intervention that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment.</p> <p>Working closely alongside Aimhigher Plus to organise opportunities in Midlands-based universities for targeted DA pupils. This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.</p> <p>HoY and SLT to co-ordinate rewards schemes to recognise all the skills highlighted. This is supported by the St Michael's 'wings'.</p>	<p>Promoted in assemblies and extra-curricular timetables are shared with all pupils.</p> <p>To get pupil feedback on the experiences offered.</p>	<p>All staff</p> <p>CB/DK</p> <p>HoYs / all staff</p>

	<p>families/carers have the correct guidance and support to choose subjects to allow for challenge and success.</p>	<p>Ensure all DA pupils have clear guidance on P8 and Ebacc pathways and access to good guidance/1:1 support when selecting options. This will allow for a personalised KS4 programme of study for each PP pupil.</p>	<p>Start the Options process for DA earlier to talk through their option choices. Families/carers engagement and drop in sessions. To make the activities high profile.</p>	<p>DM/PS/DK</p>
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<p>G Increased attendance rates of DA pupils</p>	<p>HoY and Assistant HoY to monitor all pupils and follow up quickly on truanancies and attendance. First hour of the day response and follow up. Letters about attendance to families/carers. HoY to visit all PA at home to discuss attendance with families/carers and explore barriers.</p> <p>Thorough weekly briefing meets of pastoral leaders about existing absence issues. Strategically identify key groups of pupils and measure impact of actions.</p> <p>Competition between form groups based on attendance, behaviour and achievement points.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>3-year trend shows an improvement in attendance of DA pupils and the in school gap has been reduced: 13/14: 92.38% (2.75% gap) 14/15: 93.56% (2.52% gap) 15/16: 94.01% (2.51% gap) This has help raise many of the KPIs with regards to DA performance: attainment and progress.</p> <p>Encourage and reward all pupils for meeting >96%; a tool to motivate DA pupils.</p>	<p>SLT weekly agenda item.</p> <p>HoY to ensure that form tutors are targeting DA pupils with an attendance lower than the 96% with necessary interventions.</p>	<p>CH & HoY: Year 7 JG Year 8 AC Year 9 TM Year 10 CG Year 11 SD</p> <p>CH/HoY</p> <p>HoY/form tutors</p>
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<p>H To improve the behaviour of DA pupils and raise standards</p>	<p>To monitor all pupils' willingness to learn (W2L) concerns each half term to examine engagement in lessons across the school.</p> <p>Encourage staff to record both achievement and behaviour points in all lessons.</p> <p>Positive phone calls home from SLT.</p> <p>Introduction of 'Expectations' Card in January 2017 to improve behaviour during unstructured time: in between lessons and at break/lunch.</p>	<p>Highlighting students with 3+W2L concerns has enabled us to intervene with students previously to ensure they recover their approach and get back on track. This includes contact with family and monitoring with form tutor, HoY or SLT. The impact of this in 15/16 with Year 8 showed a big reduction in the number of pupils with 3+W2L concerns: Aut 1 35; Aut 2 27; Spr 1 26; Spr 2 26; Sum 1 21; Sum 2 16.</p> <p>This gives us a holistic picture of each individual pupil and how they are performing across the school. It also allows us to identify any trends in the data and make evidence-based decisions. Progress Leaders also use this data to 'drum up' competition between forms during assemblies and rewards are given to successful forms and individuals.</p> <p>At the end of each term, members of SLT and ext. SLT contact families of pupils who have most achievement points. Feedback from families to this has been extremely positive and pupils have revealed from surveys that this is the preferred way of recognition (as opposed to assemblies).</p> <p>Feedback from staff revealed that behaviour and standard of uniform had begun to drop in 15/16. This gives all pupils clear boundaries and an awareness of the</p>	<p>HoY and PLs to identify/track the pupils who have 3+W2L concerns and ensure they are picked up on monitoring; information to be shared during form tutors' meeting. Those pupils who fail to respond to monitoring by form tutor(s) and then HoY/PL to be picked up by SLT.</p> <p>Data to be collated by HoY on a weekly basis and league tables shared with students during assemblies. The number of achievement and behaviour points to analysed by groups (i.e. gender, year group) half termly and shared during KS3 RAG meetings.</p> <p>AB to identify the top pupils by year group and delegate to other members of SLT; Phone calls to be logged.</p> <p>Expectations and consistency to be reiterated to all pupils regularly in assemblies. Pupils' record is logged on a central system to ensure correct consequences are in place in the event that their current card is signed for the third time.</p>	<p>HoY/form tutors</p> <p>HoY</p> <p>AB</p> <p>AB</p> <p>WH/HoY</p>
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		consequences if they fail to meet the high expectations of a St Michael's pupil. Also, this system was employed at Durrington High School, who received a rating of Outstanding for Behaviour.		
Total budgeted cost				119,223